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ABSTRACT

These analysis tools assist educators and employers in identifying the basic skill competencies required for adults with special learning needs who enter vocational training programs and/or employment. The tools also provide a system for assessment that is related to those competencies, and they assist in making appropriate accommodations in instruction and/or the job for individuals with disabilities. Information provided by the tools includes the following: (1) specific basic skills required of a job or job cluster; (2) specific skills needed by a person to succeed on the job or in vocational training; (3) the individual's ability to perform each basic skill in relation to the basic skill requirements of the job or vocational program; and (4) whether training or intervention is required for the individual to meet the job/program requirements. Checklists include the following components: reading skills; writing skills; measurement and numerical skills; communication skills; cognitive, organizational, and critical thinking skills; and knowledge of classroom and workplace expectations. The checklists are coded to the Comprehensive Adult Student Assessment System Competency List to allow for curriculum development based on student needs. The Jobs Profile identifies whether each skill is a prerequisite, will be learned on the job, or is not needed for a job. The Individual Profile adds the following information for each skill: performs without cues, devices or supervision; performs with assistive/compensatory devices; cuing/set-up/supervision needed initially; set-up and periodic cuing needed; and unable/unwilling to perform task. (KC)

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CASAS Comprehensive Adult Student Assessment System

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Workplace Literacy Analysis For Adults with Special Learning Needs

The landmark Americans with Disabilities Act of 1990 (ADA) provides comprehensive civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. The Individuals with Disabilities in Education Act of 1990 (IDEA) provides for appropriate assessment, necessary instructional accommodations and transitional services for students who are sixteen years or older, as part of their Individual Educational Plan. This recent legislation comes at a time when employers are demanding that basic skill levels of workers be increased to meet new technological changes at the workplace.

CASAS has responded to the recent legislation and changing workforce with the development of the *Workplace Literacy Analysis for Adults with Special Learning Needs.* This tool assists educators and employers to identify the basic skill competencies required for adults with special learning needs entering vocational training programs and/or employment. It also provides a system for assessment that is related to those competencies, and then assists in making appropriate accommodations in instruction and/or the job for individuals with disabilities.

The Workplace Literacy Analysis (WLA) was originally developed as part of the Employability Competency System (ECS), an assessment and curriculum management system originally developed for the Job Training Partnership Act (JTPA) programs. The WLA was then adapted to learners with special needs as part of a contract with the California Department of Developmental Services.

This analysis is intended to be administered by a job developer, instructor, trainer, or other qualified person involved in employment related instruction or job placement. The information provided when using the tool includes the following:

1) Specific basic skills required of a job or job cluster (*Basic Skill Requirements of a Job/Program)*
2) Specific skills needed by a person to succeed on the job or in vocational training (*Employee/Participant Ability to Perform)*

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3) Person's ability to perform each basic skill in relation to the basic skill requirements of the job or vocational program, and
4) Whether training or intervention is required for the individual to meet the job/program requirements (*Comments/Training/ Intervention Needed*).

With this information an instructor or trainer can then develop a curriculum/training plan based on targeted information for an individual. The person is able to see first hand, his/her needs for achievement of basic skills related to his/her goals.

The Job/Program information (compiled under the heading *Basic Skill Requirements of Job/ Program*) is designed to be completed by the job placement professional. This information will assist in the following ways:

1) It assists the instructor/trainer in targeting instruction/training to a specific outcome,
2) It educates the participant with special needs on the demands of the job and helps him/her assess how it matches his/her abilities,
3) It can be saved and catalogued via computer or simply filed as a resource for the job placement professional (a job bank).

The Employee/Participant columns (headed *Employee/Participant Ability to Perform*) can be completed by an instructor or counselor prior to employment; instructor, counselor or employer as a performance review; or the student him/herself as an indicator of self-awareness.

A *Comments/Training/Intervention Needed* column is also included to note performance gaps, important individual anecdotal comments or observations, or ideas for remediation or suggested workplace accommodations. For example, if the student is lacking a skill required by the job they are seeking, this information can be passed on for the instructor to address, or if the issue is not remediable, a workplace accommodation may need to be investigated. A gap in skills may also mean it is necessary to reassess the student's vocational goals. For those students who are reluctant or do not understand the need to adjust their behavior or goals, this checklist can provide concrete specific information and guidelines. .

The checklist is divided into the following sections:

- Reading Skills
- Writing Skills
- Measurement and Numerical Skills
- Communication Skills
- Cognitive/Organizational/Critical Thinking Skills
- Knowledge of Classroom/Workplace Expectations

The entire checklist is coded to the CASAS Competency List to allow for easy curriculum development based on student needs. It also allows for appropriate selection of CASAS tests and instruments to assess learner needs.

The length of this document is one of its strengths. Plenty of short and quick checklists exist; the ***Workplace Literacy Analysis*** was developed for use as a comprehensive tool that covers a variety of levels of ability, in planning curriculum/training and allows for individualized accommodations and comments.

The ***Workplace Literacy Analysis for Adults with Special Learning Needs*** will come with training. For more information, contact Virginia Posey, CASAS, at (619) 298-4681 ext. 326 or Dawn Stoll, San Diego Community College District, at (619) 584-6983.

Workplace Literacy Analysis

For Adults With Special Learning Needs

Job Profile

Training Program_____ **Date**_____

Job _____ **Company** _____

Contact Person_____ **Phone #**_____

The **Workplace Literacy Analysis** can be used to identify the reading, writing, measurement/numerical, communication, cognitive/organizational/critical thinking, and workplace expectation skills that may be needed by adults with special learning needs to succeed on the job or in a vocational training program. The Workplace Literacy Analysis is available in two forms:

the **Workplace Literacy Analysis/Job Profile,** and
the **Workplace Literacy Analysis/Individual Profile**.

The **Workplace Literacy Analysis/Job Profile** can be used by workplace literacy instructors, pre-employment instructors and job developers to obtain an employer's and/or vocational instructor's response to specific basic skill competencies required to perform a job successfully. This replaces reliance on set reading or math grade levels which do not accurately reflect the specific application of basic skills needed for success in employment or in vocational training. The comment section is used to record information about the difficulty level and how frequently the specific skills are used during job performance or vocational training.

The **Workplace Literacy Analysis/Job Profile** can be used to plan pre-employment instruction as well as instruction that is concurrent with employment. The basis for curriculum will be specific, time will be used efficiently, and objectives will be targeted to meet the individual needs of employees/participants for job related basic skills instruction. The specific basic skill requirements are cross-coded to the CASAS competency list to facilitate curriculum planning.

The **Workplace Literacy Analysis/Individual Profile** can be used by employers, basic skill instructors (vocational, special education and basic education) and job developers to determine an individual's ability to perform each basic skill in relation to the basic skill requirements of the job or vocational training program. This information will be useful in establishing training and program interventions needed in order for the individual to meet the job/program requirements. The specific basic skill requirements are cross-coded to the CASAS competency list for use in establishing these interventions.

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I. READING SKILLS

A. Read and interpret vocational vocabulary.

1. Read and correctly identify survival words, e.g. danger, exit, manager's office. (4.3.0.)
2. Locate information and interpret coded items listed in alphabetical order, e.g. files, parts, tools. (2.5.6.)
3. Identify abbreviations and symbols specific to the job, e.g. gas insignia, lb., UPS.
4. Read and interpret basic traffic and transportation signs. (4.2.4.)
5. Identify paycheck vocabulary and parts of a pay stub. (4.2.1.)

B. Read and interpret written vocational materials.

1. Read and follow time schedule/sheet for work.
2. Read and interpret written/pictorial sequential job directions/task sheet. (4.4.0.)
3. Utilize or seek assistance to obtain job information from work manuals or other written resources (4.3.2.)
4. Read and interpret basic written or pictorial instructions to locate, operate and utilize equipment and supplies. (1.6.1., 1.7.3.)

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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	Basic Skill Requirements of Job/Program: Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS
5. Read and interpret specific employee policy information from written materials, requesting assistance as needed, e.g. employee contract, grievance procedure. (4.2.3.)				
6. Read and interpret progress record or performance review. (4.4.4.)				
7. Read information on obtaining social and governmental services for job assistance, seeking help with reading if necessary. (2.5.2.)				
8. Read and interpret basic switches and dials on tools and equipment. (1.1.4., 1.1.5.)				
9. Participate in quality control procedures, e.g. use precision tools and/or checksheets for task completion. (4.4.3.)				

10

9

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C. *Read and interpret basic health and safety information/procedures in order to get to the job/training site safely.*

1. Read and follow safety warning posters, signs, rules and procedures including housekeeping, fire protection, emergency situations and accident prevention. (4.3.1.)

2. Read and interpret general procedures for reporting accidents, damages and emergencies, e.g. request assistance for first aid and in completing accident form, contact supervisor regarding damaged equipment. (4.3.4.)

3. Read and interpret instructions/pictorial diagrams for the safe use of equipment, materials, and machines. (4.3.2.)

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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II. WRITING SKILLS

A. Use legible writing and appropriate grammar.

1. Write functional short notes, including telephone messages and memos. (4.4.3.).
2. Write functional letters and reports. (4.4.3.)
3. Write grammatically correct short notes. (2.1.7.)
4. Write grammatically correct letters and reports.

B. Utilize occupational specific forms.

1. Fill out business forms and other forms such as payroll and leave forms completely and legibly. (4.4.3.)
2. Write or utilize common abbreviations specific to the job, e.g. ft., qt., R&R transmission.

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

13

14

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III. MEASUREMENT AND NUMERICAL SKILLS

A. Utilize occupational specific math.

1. Count and associate numbers with quantities. (6.0.2.)
2. Identify the start of the work day, break time, end of break, lunch time, end of lunch, and end of work day.
3. Interpret clock time, e.g. hours, half-hour, quarter hour. (2.3.1.)
4. Identify months of the year and days of the week. (2.3.2.)
5. Use time card and record number of hours worked.
6. Correctly identify various coins and dollar bills. (1.1.6.)
7. Correctly make change for a specified amount. (1.1.6.)
8. Perform computations of addition, subtraction, multiplication and division, using whole numbers. (6.1.1. to 6.1.5.)
9. Perform computations of addition, subtraction, multiplication and division, using a calculator and/or other equipment. (4.4.8.)
10. Calculate wages and deductions on paycheck, i.e. check accuracy of paycheck (4.2.1.)

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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Basic Skill Requirements of Job/Program				
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job		COMMENTS

11. Identify amount and general purpose of benefits and locate specific information in benefits booklet.

12. Develop and record a personal budget. (1.5.1.)

B. *Understand occupational specific use of mathematical symbols.*

1. Measure specific proportional amounts, e.g. three parts/cups mix and one part/cup water for each batch.

2. Interpret data from work production evaluations and/or pictographs to improve performance. (6.7.3.)

3. Identify upper case Roman numerals up to X, e.g. refer to section of work manual or employee handbook.

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C. *Utilize occupational specific measurement skills.*

1. Complete job tasks at times instructed, e.g. place merchandise on dock at or before specified time.
2. Measure items to one designated length and/or width, e.g. to the inch or foot. (1.1.4.)
3. Weigh items consistently to specified amount and record. (1.1.4., 1.1.7.)
4. Correctly identify and use basic measurement instruments, e.g. cup, gallon pail, ruler, scale. (6.6.0., 6.6.4.)
5. Correctly measure to the foot and inch. (1.1.4.)

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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IV. COMMUNICATION SKILLS

1. Use appropriate verbal and non-verbal behavior in a variety of situations, e.g. hugs, handshaking. (0.1.1.)
2. Ask questions or give indication that assistance is needed. (0.1.2., 4.4.5.)
3. Locate and use telephone for emergencies, e.g. 911. (2.1.2.)
4. Use the telephone to make and receive business calls. (2.1.7.)
5. Utilize language/communication that is acceptable with supervisors, peers, and clients. (0.1.3.)
6. Engage in social interaction with supervisors, peers, and clients, which is appropriate to the specific work environment. (4.4.1.)

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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	Basic Skill Requirements of Job/Program			
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS
7. Demonstrate understanding of instructions, e.g. following, clarifying, or repeating back verbal instructions. (2.2.1.)				
8. Initiate action in response to requests from the supervisor, instructor or customers.				
9. Communicate to appropriate personnel when a particular task is finished.				
10. Request additional work when assigned tasks are completed.				
11. Utilize self-control techniques when frustrated and/or when assistance is needed. (4.4.5.)				
12. Resolve conflicts in interpersonal communications calmly and independently. (4.4.5.)				
13. Discuss personal disability with employer and co-workers when appropriate.				
14. Demonstrate understanding of the limitations a disability may create.				

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V. COGNITIVE/ORGANIZATIONAL/ CRITICAL THINKING SKILLS

A. *Utilize cognitive and organizational skills in a work setting.*

1. Identify and be able to report back key points of information given in directions.
2. Demonstrate ability to perform simple tasks according to directions given. *(List number of steps to follow and repetitions needed in Comments column.)*
3. Demonstrate ability to remember directions and job tasks from one day to the next.
5. Demonstrate ability to appropriately use time for intended purpose, e.g. differentiate between worktime and breaktime, personal and workplace duties.
6. Demonstrate ability to attend to work task until completed or requested to stop.
7. Demonstrate ability to return to work task following an interruption.
8. Utilize resources for self-help related to work, e.g. task sheets, training video tapes, job aids.
9. Utilize compensatory memory strategies or cueing devices, e.g. alarm wrist watch, day planner, color codes.

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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B. Demonstrate ability to use critical thinking and problem solving skills.

1. Demonstrate ability to relate paycheck to previously performed work.
2. Demonstrate ability to detect and/or correct errors in own work.
3. Demonstrate ability to plan, e.g. the need to take a bus in time for work, keeping work areas stocked with necessary supplies, the need to ask someone for directions or assistance.
4. Demonstrate ability to generate options when faced with a problem solving situation, e.g. envisioning the options of riding a bus, asking a co-worker for a ride, or taking a city van provided for the disabled in order to get to work.
5. Utilize problem solving skills on the job to cope with technical difficulties or new tasks.
6. Demonstrate ability to apply learned skills to a similar but different job task, e.g. potting the same plant but in a larger container, sorting different artifacts but using the same screening procedure.

Basic Skill Requirements of Job/Program			
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	COMMENTS

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VI. KNOWLEDGE OF CLASSROOM/ WORKPLACE EXPECTATIONS

A. *Understand employer and instructor expectations of workplace/classroom behavior.*

1. Demonstrate appropriate behavior for workplace and classroom, e.g. punctuality, notification of absence, daily attendance. (4.4.1., 4.4.4.)
2. Identify supervisor and location to receive job assignment.
3. Demonstrate appropriate ethical behavior for work and classroom, e.g. honesty, respect others' rights and feelings.
4. Demonstrate understanding of general standards for personal hygiene and appearance appropriate for particular job. (8.1.1., 8.1.4.)
5. Participate as a team member in a work setting.
6. Demonstrate ability to perform desired production rate on a specific task.
7. Demonstrate ability to accept company routines, policies, rules, and procedures. (4.4.5.)
8. Demonstrate flexibility and accept work tasks capable of performing.

Basic Skill Requirements of Job/Program			
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	Basic Skill Requirements of Job/Program			
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B. *Understand employer and instructor expectations of workplace/classroom interaction.*				
1. Demonstrate appropriate behavior and attitudes for keeping a job and getting a promotion, e.g. reporting to work on time in a.m. and after breaks/lunch, punching time card at appropriate time, meeting minimum performance standards. (4.4.2.)				
2. Initiate reporting of unsafe or unusual conditions to supervisor or instructor, e.g. malfunction of equipment, hazardous materials exposed, personal injury. (4.3.4.)				
3. Demonstrate ability to solve interpersonal conflicts on the job, i.e. control emotions, accept criticism. (4.4.5.)				
C. *Demonstrate knowledge and use of computers*				
1. Utilize computer equipment and materials for personal use and/or to perform job task. (4.4.6.)				
2. Demonstrate ability to use computer for data entry.				
3. Use computer for simple work processing, i.e. memos or short letter. (4.4.6.).				

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Workplace Literacy Analysis

For Adults With Special Learning Needs

Individual Profile

Job/Training Program _____ **Date** _____

Name of Individual _____

Contact Person _____ **Phone #** _____

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The **Workplace Literacy Analysis/Job Profile** can be used to plan pre-employment instruction as well as instruction that is concurrent with employment. The basis for curriculum will be specific, time will be used efficiently, and objectives will be targeted to meet the individual needs of employees/participants for job related basic skills instruction. The specific basic skill requirements are cross-coded to the CASAS competency list to facilitate curriculum planning.

The **Workplace Literacy Analysis/Individual Profile** can be used by employers, basic skill instructors (vocational, special education and basic education) and job developers to determine an individual's ability to perform each basic skill in relation to the basic skill requirements of the job or vocational training program. This information will be useful in establishing training and program interventions needed in order for the individual to meet the job/program requirements. The specific basic skill requirements are cross-coded to the CASAS competency list for use in establishing these interventions.

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I. READING SKILLS

A. Read and interpret vocational vocabulary.

1. Read and correctly identify survival words, e.g. danger, exit, manager's office. (4.3.0.)
2. Locate information and interpret coded items listed in alphabetical order, e.g. files, parts, tools. (2.5.6.)
3. Identify abbreviations and symbols specific to the job, e.g. gas insignia, lb., UPS.
4. Read and interpret basic traffic and transportation signs. (4.2.4.)
5. Identify paycheck vocabulary and parts of a pay stub. (4.2.1.)

B. Read and interpret written vocational materials.

1. Read and follow time schedule/sheet for work.
2. Read and interpret written/pictorial sequential job directions/task sheet. (4.4.0.)
3. Utilize or seek assistance to obtain job information from work manuals or other written resources. (4.3.2.)
4. Read and interpret basic written or pictorial instructions to locate, operate and utilize equipment and supplies. (1.6.1., 1.7.3.)

Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform					
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Performs Without Use of Cues, Devices, or Supervision	Performs With Use of Assistive/ Compensatory Devices	Cueing/Set-up/ Supervision Needed To Initiate Only	Set-up and Periodic Cueing Needed	Unable or Unwilling To Perform Task	Comments/ Training/Intervention Needed

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	Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform					
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Performs Without Use of Cues, Devices, or Supervision	Performs With Use of Assistive/ Compensatory Devices	Cueing/Set-up/ Supervision Needed To Initiate Only	Set-up and Periodic Cueing Needed	Unable or Unwilling To Perform Task	Comments/ Training/Intervention Needed
5. Read and interpret specific employee policy information from written materials, requesting assistance as needed, e.g. employee contract, grievance procedure. (4.2.3.)									
6. Read and interpret progress record or performance review. (4.4.4.)									
7. Read information on obtaining social and governmental services for job assistance, seeking help with reading if necessary. (2.5.2.)									
8. Read and interpret basic switches and dials on tools and equipment. (1.1.4., 1.1.5.)									
9. Participate in quality control procedures, e.g. use precision tools and/or checksheets for task completion. (4.4.3.)									

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C. *Read and interpret basic health and safety information/procedures in order to get to the job/training site safely.*

1. Read and follow safety warning posters, signs, rules and procedures including housekeeping, fire protection, emergency situations and accident prevention. (4.3.1.)

2. Read and interpret general procedures for reporting accidents, damages and emergencies, e.g. request assistance for first aid and in completing accident form, contact supervisor regarding damaged equipment. (4.3.4.)

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II. WRITING SKILLS

A. Use legible writing and appropriate grammar.

1. Write functional short notes, including telephone messages and memos. (4.4.3.).
2. Write functional letters and reports. (4.4.3.)
3. Write grammatically correct short notes. (2.1.7.)
4. Write grammatically correct letters and reports.

B. Utilize occupational specific forms.

1. Fill out business forms and other forms such as payroll and leave forms completely and legibly (4.4.3.)
2. Write or utilize common abbreviations specific to the job, e.g. ft., qt., R&R transmission.

Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform					
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Performs Without Use of Cues, Devices, or Supervision	Performs With Use of Assistive/ Compensatory Devices	Cueing/Set-up/ Supervision Needed To Initiate Only	Set-up and Periodic Cueing Needed	Unable or Unwilling To Perform Task	Comments/ Training/Intervention Needed

41

42

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III. MEASUREMENT AND NUMERICAL SKILLS

A. Utilize occupational specific math.

1. Count and associate numbers with quantities. (6.0.2.)
2. Identify the start of the work day, break time, end of break, lunch time, end of lunch, and end of work day.
3. Interpret clock time, e.g. hours, half-hour, quarter hour. (2.3.1.)
4. Identify months of the year and days of the week. (2.3.2.)
5. Use time card and record number of hours worked.
6. Correctly identify various coins and dollar bills. (1.1.6.)
7. Correctly make change for a specified amount. (1.1.6.)
8. Perform computations of addition, subtraction, multiplication and division, using whole numbers. (6.1.1. to 6.1.5.)
9. Perform computations of addition, subtraction, multiplication and division, using a calculator and/or other equipment. (4.4.8.)
10. Calculate wages and deductions on paycheck, i.e. check accuracy of paycheck (4.2.1.)

Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform					
Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Performs Without Use of Cues, Devices, or Supervision	Performs With Use of Assistive/ Compensatory Devices	Cueing/Set-up/ Supervision Needed To Initiate Only	Set-up and Periodic Cueing Needed	Unable or Unwilling To Perform Task	Comments/ Training/Intervention Needed

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	Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform					
	Must Know To Begin	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Performs Without Use of Cues, Devices, or Supervision	Performs With Use of Assistive/ Compensatory Devices	Cueing/Set-up/ Supervision Needed To Initiate Only	Set-up and Periodic Cueing Needed	Unable or Unwilling To Perform Task	Comments/ Training/Intervention Needed
11. Identify amount and general purpose of benefits and locate specific information in benefits booklet.									
12. Develop and record a personal budget. (1.5.1.)									

B. *Understand occupational specific use of mathematical symbols.*

1. Measure specific proportional amounts, e.g. three parts/cups mix and one part/cup water for each batch.									
2. Interpret data from work production evaluations and/or pictographs to improve performance. (6.7.3.)									
3. Identify upper case Roman numerals up to X, e.g. refer to section of work manual or employee handbook.									

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C. Utilize occupational specific measurement skills.

1. Complete job tasks at times instructed, e.g. place merchandise on dock at or before specified time.
2. Measure items to one designated length and/or width, e.g. to the inch or foot. (1.1.4.)
3. Weigh items consistently to specified amount and record. (1.1.4., 1.1.7.)
4. Correctly identify and use basic measurement instruments, e.g. cup, gallon pail, ruler, scale. (6.6.0., 6.6.4.)
5. Correctly measure to the foot and inch. (1.1.4.)

Basic Skill Requirements of Job/Program			Employee/ Participant Ability to Perform					
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17

19

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IV. COMMUNICATION SKILLS

1. Use appropriate verbal and non-verbal behavior in a variety of situations, e.g. hugs, handshaking. (0.1.1.)
2. Ask questions or give indication that assistance is needed. (0.1.2., 4.4.5.)
3. Locate and use telephone for emergencies, e.g. 911. (2.1.2.)
4. Use the telephone to make and receive business calls. (2.1.7.)
5. Utilize language and communication that is acceptable to the specific work environment. (0.1.3.)
6. Engage in social interaction with supervisors, peers, and clients that is appropriate to the specific work environment. (4.4.1.)

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7. Demonstrate understanding of instructions, e.g. following, clarifying, or repeating back verbal instructions. (2.2.1.)									
8. Initiate action in response to requests from the supervisor, instructor or customers.									
9. Communicate to appropriate personnel when a particular task is finished.									
10. Request additional work when assigned tasks are completed.									
11. Utilize self-control techniques when frustrated and/or when assistance is needed. (4.4.5.)									
12. Resolve conflicts in interpersonal communications calmly and independently. (4.4.5.)									
13. Discuss personal disability with employer and co-workers when appropriate.									
14. Demonstrate understanding of the limitations a disability may create.									

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V. COGNITIVE/ORGANIZATIONAL/ CRITICAL THINKING SKILLS

A. *Utilize cognitive and organizational skills in a work setting.*

1. Identify and be able to report back key points of information given in directions.
2. Demonstrate ability to perform simple tasks according to directions given. *(List number of steps to follow and repetitions needed in Comments column.)*
3. Demonstrate ability to remember directions and job tasks from one day to the next.
5. Demonstrate ability to appropriately use time for intended purpose, e.g. differentiate between worktime and breaktime, personal and workplace duties.
6. Demonstrate ability to attend to work task until completed or requested to stop.
7. Demonstrate ability to return to work task following an interruption.
8. Utilize resources for self-help related to work, e.g. task sheets, training video tapes, job aids.
9. Utilize compensatory memory strategies or cueing devices, e.g. alarm wrist watch, day planner, color codes.

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B. *Demonstrate ability to use critical thinking and problem solving skills.*

1. Demonstrate ability to relate paycheck to previously performed work.
2. Demonstrate ability to detect and/or correct errors in own work.
3. Demonstrate ability to plan, e.g. the need to take a bus in time for work, keeping work areas stocked with necessary supplies, the need to ask someone for directions or assistance.
4. Demonstrate ability to generate options when faced with a problem solving situation, e.g. envisioning the options of riding a bus, asking a co-worker for a ride, or taking a city van provided for the disabled in order to get to work.
5. Utilize problem solving skills on the job to cope with technical difficulties or new tasks.
6. Demonstrate ability to apply learned skills to a similar but different job task, e.g. potting the same plant but in a larger container, sorting different artifacts but using the same screening procedure.

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VI. KNOWLEDGE OF CLASSROOM/ WORKPLACE EXPECTATIONS

A. Understand employer and instructor expectations of workplace/classroom behavior.

1. Demonstrate appropriate behavior for workplace and classroom, e.g. punctuality, notification of absence, daily attendance. (4.4.1., 4.4.4.)
2. Identify supervisor and location to receive job assignment.
3. Demonstrate appropriate ethical behavior for work and classroom, e.g. honesty, respecting others' rights and feelings.
4. Demonstrate understanding of general standards for personal hygiene and appearance appropriate for particular job. (8.1.1., 8.1.4.)
5. Participate as a team member in a work setting.
6. Demonstrate ability to perform desired production rate on a specific task.
7. Demonstrate ability to accept company routines, policies, rules, and procedures. (4.4.5.)
8. Demonstrate flexibility and accept work tasks capable of performing.

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57

58

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B. Understand employer and instructor expectations of workplace/classroom interaction.

1. Demonstrate appropriate behavior and attitudes for keeping a job and getting a promotion, e.g. reporting to work on time in a.m. and after breaks/lunch, punching time card at appropriate time, meeting minimum performance standards. (4.4.2.)

2. Initiate reporting of unsafe or unusual conditions to supervisor or instructor, e.g. malfunction of equipment, hazardous materials exposed, personal injury. (4.3.4.)

3. Demonstrate ability to solve interpersonal conflicts on the job, i.e. control emotions, accept criticism. (4.4.5.)

C. Demonstrate knowledge and use of computers

1. Utilize computer equipment and materials for personal use and/or to perform job task. (4.4.6.)

2. Demonstrate ability to use computer for data entry.

3. Use computer for simple work processing, i.e. memos or short letter. (4.4.6.).

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